Third Grade Writing Lesson #1 with Descriptive Prompt

Title: The Place I Love

Grade: Third Grade

Core Standards: 4030-08-Standard VII

4030-0801-Obj. 1 4030-0802-Obj. 2 4030-0803-Obj. 3 4030-0804-Obj. 4

Objective/Purpose: To write a descriptive piece that paints a picture in the reader's

mind.

Time Required: 4-5 30-minute sessions

Teacher Materials: Selected books:

All the Places to Love, Patricia McLachlan

Grandfather's Journey, Allen Say Miss Rumphius, Barbara Cooney Oh, the Places You'll Go!, Dr. Seuss

A Quiet Place, Douglas Wood The Sea Chest, Toni Buzzeo Any book with a vivid setting

Student Materials: Writing paper

Pencil

What to Do:

1. **Pre-write** (plan). Read aloud one or more books about favorite places.

- 2. Give students one minute to make a list of as many of their favorite places as they can.
- 3. Let the class share their lists. Students may make any additions to their own lists.
- 4. Ask students to choose one place about which to write.
- 5. Using a graphic organizer, have students write words that describe their favorite place.

- 6. **Write** (compose). From their graphic organizers, have students compose a draft describing their favorite place.
- 7. **Revise** (improve). Give time for students to meet in groups to read and discuss improvements to their papers. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.
- 8. **Edit** (proofread). Help students check their own papers and make corrections for spelling, grammar, punctuation, and capitalization. Have students make a final copy.
- 9. **Publish** (share). Choose a format for students to share their papers with others.

Writing Prompt: Everyone has favorite places where they feel happy. Choose one favorite place and describe what that place is like, using as many senses as you can. Use rich, descriptive words so your reader can

Student Paper #1 (Third Grade Student)

Title: "My Fun Time at the Beach"

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You know; that yucky smell that alot to of beaches have. hurriedly took off my sandals and immediately felt the sand streaming between my toes. It felt like pawdered sugar. My dad and my little brother had taken off there their sandals too flow we all went running into the the water. Up ahone sea gulls were sircling a certain part of the ocean as if they had last something very important and needed to to find it. Hert I took me notice of them. I had just ran into the compared to the warm sand It was so cold it felt. ice culves. It sent shivers up my spine. the ocean or and on the sandy share for a very long time. We played tog

4-26-04

knew I had to I took one last look at the sandy beach with its beautiful, framy waves. I was sad to leave. But I was excited to some back tomorrow and play in the scean once again.

Student Paper #1 (Third Grade Student)

Six Traits Scores and Commentary

Title: "My Fun Time at the Beach"

IDEAS AND CONTENT: [4]

The writer writes from knowledge and experience, and the piece is focused on the topic. However, it does not keep the reader anticipating.

ORGANIZATION: [4]

The pacing moves along and is controlled by word choice. The organization flows smoothly.

VOICE: [4]

The writing is honest and very personal, and the writer is committed to the topic.

WORD CHOICE: [5]

The writer uses specific nouns and modifiers appropriately. The writer uses natural and effective phrasing.

SENTENCE FLUENCY: [4]

The cadence of language is not as smooth as it should be, but the writer uses a variety of ways to construct sentence beginnings.

CONVENTIONS: [4]

The writer attempts to manipulate conventions for a stylistic effect, but spelling and end punctuation are generally correct.

Student Paper #2 (Third Grade Student)

Title: "My First Fishing Trip"

124
4-26-04
My 1* fishing trip
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
It was a very hot day. I
It was a very hot day. I felt like I was on the sun.
The twick wind whispered in my
head. I said can we go
fishing? My dad said thets
go! My dad grabbed the bait
and the fishingpoles. I hopped into the car like I was late for the finals in a basketball
for the finals in a basketball
game. It was so hot in the Car, I felt like I was eating
I telt like I was eating
a hottmall. We fanally got to
The Januar River When we were
by the river. I saw a water rat. I trid tried to catch it
but it was to tast for me.
I saw a white one Then it was time for the fun part! My
was time for the fun part! My
and propert some Salmon eggs and
his pole the he got a yank but the fish stole his bait. Then it
Was my turn I got a
was my turn. I got a nibble and it stole my bait to
100.

fanally after 100 bites it felt like it was grabbing onto the pole. It was a trout. I was so happy. It fliping and hoping then it broke it and got away. Because my dad wondn't get the net to catch it in. It was a fun day even though I didn't catch a fish.

Student Paper #2 (Third Grade Student)

Six Traits Scores and Commentary

Title: "My First Fishing Trip"

IDEAS AND CONTENT: [5]

The topic is appropriately narrow and manageable, and the writer gives relevant, quality details.

ORGANIZATION: [5]

The organization flows smoothly, the pacing is well controlled, and the title captures the central theme of the piece.

VOICE: [5]

The writer's voice is honest, personal, and engaging. The writer reveals something about himself.

WORD CHOICE: [4]

The writer attempts to use colorful language, but it is occasionally contrived. The writer uses a variety of verbs.

SENTENCE FLUENCY: [4]

Sentences vary in length and are usually well constructed. Several sentences begin the same way: "I saw," "I hopped," "Then..." One sentence is awkward: "...because my dad wouldn't...."

CONVENTIONS: [3]

Most words are capitalized correctly and ending punctuation is usually correct. Moderate editing is needed to polish the piece.

Student Paper #3 (Third Grade Student)

Title: "The Place I Love"

The place of love is my grandparants trouse It is in Boisi Idaho d go thier with my family. The get their by driving. It takes six hours to get their When I am close to getting their I fell happy and exited. When I walk in I have their happy voices. I also hear their grandlather clock ticking gentaly away. What I smill there is nice bread in the over It smells delicious and fresh. Some things I like to do tiere is go outside and pick strawberries and raspberries. They are very good! also I like to paint and cook with my grandma d like to cook desserts with her It is great and wonderful there! I like it a lot!

Student Paper #3 (Third Grade Student)

Six Traits Scores and Commentary

Title: "The Place I Love"

IDEAS AND CONTENT: [3]

The writer generally stays on the topic. The ideas are reasonably clear.

ORGANIZATION: [3]

The pacing is fairly well controlled, and the paper has an identifiable introduction and conclusion.

VOICE: [3]

The writing is sincere. The piece is pleasant and personable, but not compelling.

WORD CHOICE: [3]

The writer makes attempts at vivid language. (Example: "...grandfather clock ticking gently away").

SENTENCE FLUENCY: [3]

Sentence fluency is more mechanical than fluid. Sentence construction is simple but correct. A variety of sentence beginnings are evident.

CONVENTIONS: [3]

End punctuation is usually correct and most words are spelled correctly. The writer needs to pay more attention to the differences between *their* and *there*.

Third Grade Writing Lesson #2 with Science Prompt

Title: Gadgets and Gizmos

Grade: Third Grade

Core Standards: Science Standard III, Objective 1c, 2b, 2c

Objective/Purpose: Students will invent a gadget using one or more simple

machines. They will then write a detailed description of that

gadget.

Time Required: 4-5 30-minute sessions

Teacher Materials: Selected books:

So You Want to Be an Inventor, Judith St. George

Kids' Invention Book, Arlene Erlbach

Kids Can Be Inventors Too

Mistakes That Worked, Charlotte Foltz Jones

Student Materials: Graphic prganizer

Writing paper

Pencil

What to Do:

1. Use a graphic organizer to create your machine. Include what the machine is made of, what materials are needed, how it works, and what it does.

- 2. From your graphic organizer, make an illustration of your machine. Name your machine and label the different parts using different scientific terms learned from the study of simple machines.
- 3. Using your illustration, write a description of your machine. Describe what it looks like, how it works, and why it helps you. Include the scientific vocabulary in your description (draft).
- Looking back at your diagram, revise the draft, making sure everything is included. Explain your machine to a partner. From any questions the partner has, add additional descriptive detail.
- 5. Reread your draft and check for correct capitalization, spelling, and punctuation.

Writing Prompt:

Invent a gadget to help you with a job you have to do. It should use one or more simple machines and do some kind of work. Write a detailed description of how your machine works. Be sure to tell what it looks like and why it helps you. Make it sound so wonderful that other people will want you to make one for them, too.

Student Paper #1 (Third Grade Student)

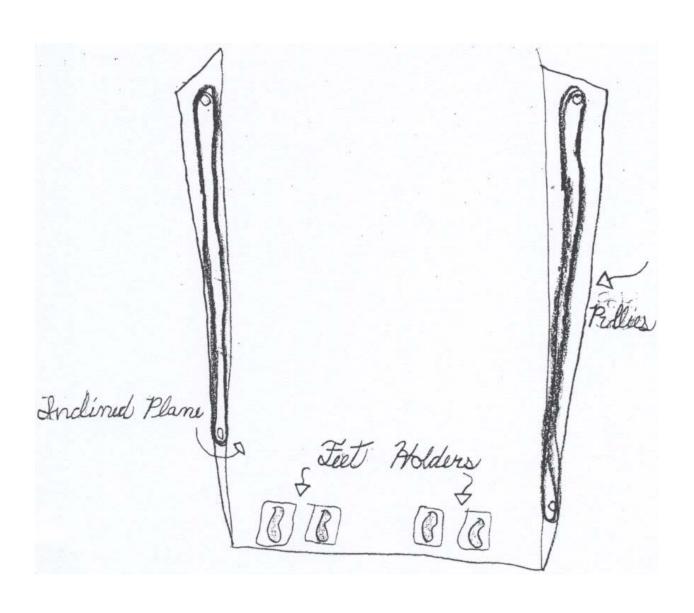
Title: "The Inclined Plane Helper"

The Indined Plane Helper

May madrine is a incline plane
with feet holders that takes you
up the namp. You pute your feet
in the holders and the pulles more
and it takes you up the namp.
It helps you get up the namp
quickly. It also helps you to get
up steep places. The feet holders
make it so you don't fall going
up the namp.

Illustration for Student Paper #1 (Third Grade Student)

Title: "The Inclined Plane Helper"



Student Paper #1 (Third Grade Student)

Six Traits Scores and Commentary

Title: "The Inclined Plane Helper"

IDEAS AND CONTENT: [3]

The ideas expressed are clear, but the development of the paper is too basic/general.

ORGANIZATION: [3]

The sequence is logical and clear, but not compelling. The introduction and conclusion are not strongly evident, even though the information holds together.

CONVENTIONS: [4]

Spelling, capitalization, and punctuation are mostly correct.

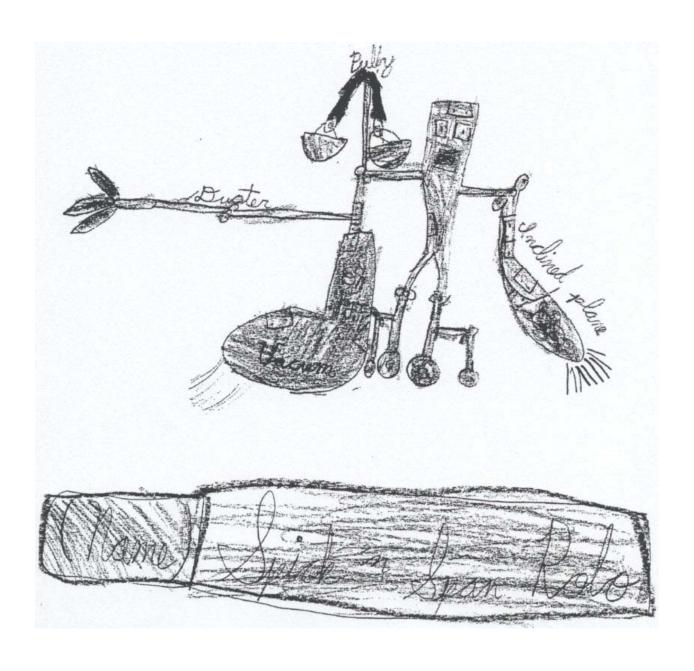
NOTE: The student's diagram supports the written text and shows understanding of simple machine concepts.

Student Paper #2 (Third Grade Student)

Title: "Spick 'n Span Robo"

Illustration for Student Paper #2 (Third Grade Student)

Title: "Spick 'n Span Robo"



Student Paper #2 (Third Grade Student)

Six Traits Scores and Commentary

Title: "Spick 'n Span Robo"

IDEAS AND CONTENT: [3]

Creative ideas capture the reader's attention. The topic development is general and leaves the reader with some questions.

ORGANIZATION: [4]

The introduction and conclusion are engaging. The writing flows smoothly, but the writer could have provided more elaboration.

CONVENTIONS: [4]

Spelling, punctuation, grammar, and capitalization are generally correct. But the paragraph is not indented, the period after the first sentence should be a comma, or it should be written as a new sentence with a capital.

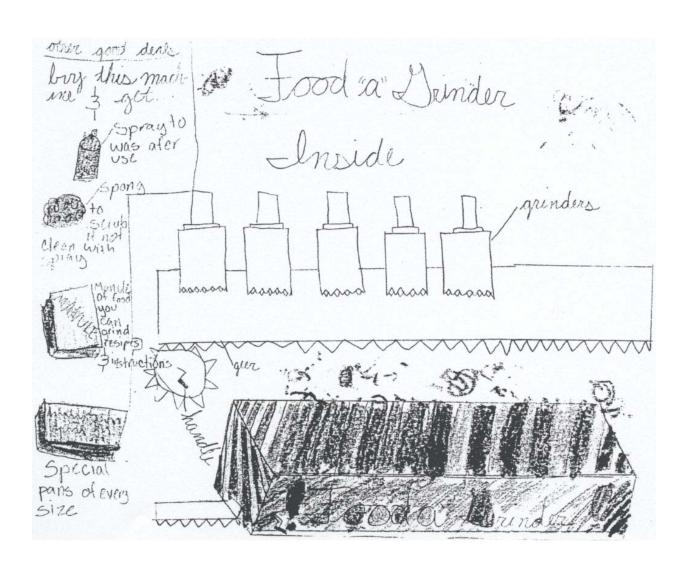
NOTE: The student diagram strengthens the "simple machines" aspect of the assignment.

Student Paper #3 (Third Grade Student)

Title: "Food 'a' Grinder"

Illustration for Student Paper #3 (Third Grade Student)

Title: "Food 'a' Grinder"



Student Paper #3 (Third Grade Student)

Six Traits Scores and Commentary

Title: "Food 'a' Grinder"

IDEAS AND CONTENT: [3]

The ideas are reasonably clear, although the reader is left with questions. The writer stays on topic but does not develop detail beyond the obvious.

ORGANIZATION: [3]

The paper has an inviting introduction, and the sequencing shows some logic.

CONVENTIONS: [3]

There are some spelling errors, but the meaning is clear. Capitalization and punctuation are correct. The paragraph lacks indentation.